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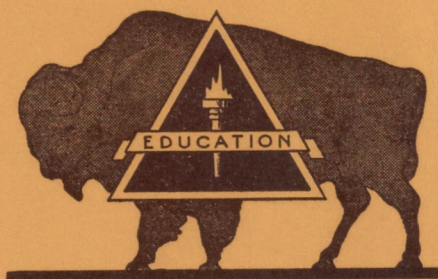


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**RESEARCH BULLETIN No. 21**

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# TEACHING STAFF

## SESSION 1957-58

### FULL TIME

Dean M. E. LaZerte .....	{ Educational Psychology Teaching of Mathematics
Professor J. M. Brown .....	{ History of Education Philosophy of Education School Administration Educational Sociology
Associate Professor Eleanor Boyce ..	{ Children's Literature English Social Studies
Associate Professor W. H. Lucow .....	{ Educational Psychology Mathematics Science Tests and Measurement
Associate Professor Doris Baker .....	{ Primary Methods Health Social Studies

### PART TIME

Mr. Nikola Bjelajac .....	Art (VII-XII)
Miss Beth Douglas .....	Music (I-VI)
Miss Ella George .....	Art (I-VI)
Mrs. Filmer Hubble .....	Music (VII-XII)
Professor W. H. Hugill .....	Classics
Professor W. T. R. Kennedy .....	Physical Education
Assistant Professor S. D. Nalevykin .....	Physical Education
Associate Professor M. E. J. Richard .....	Modern Languages
Mrs. Isobel Richard .....	Speech Training
Professor A. S. R. Tweedie .....	Adult Education
Mr. B. Scott Bateman and others from Department of Education— School Administration	
Professor S. D. Stirk .....	German
Assistant Professor Mrs. Kathleen Watson .....	Home Economics







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## Editorial



The Faculty of Education, wishing to keep in touch with its graduates, is sending you another bulletin in which research reports are supplemented by items of general information. Many of our readers will be interested in the notes concerning 1958 summer session courses, all of which with two exceptions are given by visiting lecturers. The local staff will be fully occupied with two special classes, the second twelve-week session of Education I that begins on May 19th and the six-week session that begins on July 2nd for candidates who completed the special twelve-week session of 1957.

At some time not too far in the future certificated teachers will all be graduates. We appear to be moving towards that goal only very slowly, except in provinces where all teacher training has been made a responsibility of the University. The Canadian Teachers' Federation reports that in 1953, 22.5 per cent of Canada's teachers were graduates, the provincial percentages being

British Columbia .....	36.1	Saskatchewan .....	13.3
Ontario .....	24.6	New Brunswick .....	11.5
Alberta .....	21.8	P.E. Island .....	5.1
Manitoba .....	19.4	Newfoundland .....	4.5
Nova Scotia .....	19.3	Quebec .....	no data

Probably the recently organized Canadian College of Teachers will help accelerate the rate at which certification standards can be raised.

We hope that 1958 summer session offerings interest you and that we meet at Hut J, Faculty of Education, University Campus, on July 2nd.

M. E. Lazerte





## With Glowing Hearts

Dwight N. Ridd, M.A., B.Ed.

Being the fifth in the Annual Lectureship Series sponsored  
by the Faculty of Education Alumni Association of the  
University of Manitoba, February 1, 1958.

Mr. Chairman, ladies and gentlemen, I face this audience today truly with mixed emotions. Where else could I find an audience containing more of my esteemed colleagues and close personal friends than here among you? You will understand then, and so readily that I need not labour the point, that I am at once at home—and yet afraid. I appreciate the honour done me by the executive in inviting me to carry the torch so brightly kindled by Dr. John Brown 4 years ago and so ably carried aloft in succession by Mr. Ewart Morgan, the late Mr. Tom McMaster and last year by Miss Sybil Shack; and I acknowledge, too, with gratitude the confidence in me which you have expressed by your presence here today. Truly I hope that Pride is not one of the seven deadly sins for I have seven without it and today I acknowledge a deep sense of pride in being your guest speaker on this, the fifth in the annual series of lectures sponsored by the Faculty of Education Alumni Association of the University of Manitoba.



Yet despite my pride I am humbly conscious of my own limitations and fearful of my inability to lecture to this audience in the high tradition as set by my four predecessors. Pride goeth before a fall, they say, but the executive did what was possible to forestall such a catastrophe by moving the date from November to February. So here we are in mid-winter, at least a quarter of a year removed from the fall. And what I cannot avoid by innate ability you will forgive in friendly tolerance for you are my friends. "What a thing friendship is!

How it gives the heart and soul a stir up!" So says Browning. He might have gone on to say it gives a lecturer at times confidence in dismay. So let us get on with the job and, by watching the clock as well as your faces, I shall try not to transgress in time by detaining you beyond the endurance even of friendly tolerance. I am aware, very adequately even if somewhat vulgarly, of the sure fact that the mind cannot grasp nor the spirit absorb more than the seat can endure.

When our president, Mr. Victor Dotten, some months ago invited me to be the lecturer I agreed somewhat more readily than later and fuller consideration warranted. At that distant time I was comforted, no doubt, by the fact that "D day" was as yet far off. Moreover the Manitoba Teachers' Society was deep in the

process of preparing a brief to present to the Royal Commission on Education and I thought it would be easy for me, by discreet plagiarism, to pick excerpts from that precious document, string them together by some ingenious intermingling of jokes and puns and come up with "a royal George" that would be a real Sputnik. But more sober reflection, or was it my conscience, would not let me do so cheap a trick and the idea got cast into the discard. It is indeed a frustrating experience for a fellow to have a conscience—or a wife, and sometimes the terms are synonymous—to hold him up to his highest and give him labour instead of ease.

So here I am today with the results of labour and I strongly suspect that the person who will benefit most from this lecture is Dwight Ridd for it springs from a close analysis and, I hope, an honest assessment of my own self over the past years. Not that I am going to be guilty, as Coleridge so often was, of launching into an autobiography, but I decided that what came out of me today would not be a watery compilation of ideas stolen from Plato, Pestalozzi, the Bible or Shakespeare. Rather it would be Dwight Ridd—for whatever he is worth—and a very humble Dwight Ridd it turns out to be, too, for in trying to crystallize my educational philosophy in order to set it down for you I have had many bad moments of damning introspection as I realize how often and how far I have failed to live up to the challenge and the inspiration that I hope presently to set before us.

Nor do I make any apology for this decision, because I believe it carries out the purpose of the executive since the establishment four years ago of this lectureship. The intention was then, and is so still, not to bring in an outside speaker but rather to give audience to one of our own local graduates to develop publicly his or her own educational philosophy according to his or her own experience and personality. You are forever you and I, I; and as I differ from John and Ewart and Tom and Sybil so, too, I suppose, this lecture today will be different from those of the past. But that does not mean that I have not considered my relationship to my four predecessors. I have and I trembled. I still quake. Two years ago it was my happy opportunity to introduce to you the guest speaker of that year, the much loved general secretary of the M.T.S., the now late Tom McMaster. As the lecture was then given in the fall of the year, Grey Cup fever was in the air in Winnipeg and I remember using rugby terminology in wording the introduction. I said then that Centre John Brown had put the play into action most skillfully by passing the ball with adroitness between his legs to Quarterback Ewart Morgan who had run the play wide and well to throw a long forward pass towards the eagerly waiting arms of Right End Tom McMaster, and I expressed confidence that Tom would not fumble the catch but would run for the touchdown. That he did in his good turn and in his own inimitable style. Then last year the old Pro, Sybil Shack (and I use both terms "old" and "Pro" kindly, Sybil) kicked the convert for point after touchdown to complete the play. So I have wondered just where



I fit into the strategy on this team of old Pros. What position do I play? All I can think of is that I am maybe one of the work horses in the line who ends up flat on his back, winded and "goo-goo" eyed, but who hopes that somehow his prodigious pushings and shovings—maybe even a desperate elbow in the eye—will have contributed in some small way to the forward march towards that goal of hard attainment.

Well, now, having discarded the temptation to lean upon the M.T.S. brief to the Royal Commission for the main course of my remarks, we must put out of mind such things as salaries, pensions, curricula, teacher shortage, larger units and so forth. What then remain? The most important factor of all remains—You and I, the teachers. Yes, you and I, the teachers. Let us talk about us because we are the most important factor in the educational process. Does that fact frighten you? Well it may; but it challenges and encourages too. And if there are in this audience today some who do not classify themselves as teachers, they are, I hope, teachers at heart or at least their presence here indicates that they are interested in the teachers's point of view. So let us look at ourselves—What is our task, our responsibility, our challenge? What are the faculties, the attributes which we must develop, first within ourselves, that we may inculcate them within those over whom we have so much influence?

You will not mind, I trust, if I draw upon personal experience. I started to teach in the spring of 1920—one of those dubious anomalies, a University graduate and a permit teacher. Well, I have been learning ever since. I hope and expect never to reach the stage where this process stops. How well did Tennyson make Ulysses state the truism that "I am a part of all that I have met." And what I met the first day I taught school gave to me a realization of the two major necessities of a schoolteacher, the two "sine qua non"s of a successful teacher's personality or at least of his bag of tricks in professional technique. He must have courage and ingenuity.

The old Canadian Northern mixed train—one passenger coach attached to the end of a long line of freight cars—took 24 hours to get me from Winnipeg to Bengough, half way across southern Saskatchewan. The weekly stage coach took another day to meander the prairie trails 40 miles south to the international border and bring me, a shining graduate but a woeful permittee, to the little schoolhouse (not the tuneful "Little Red Schoolhouse" for my school had never yet been painted) where I was to meet 27 pupils scattered through 9 grades, and more than 27 mice housed throughout the old pump organ that was the one and only piece of visual education to grace the barren interior of that centre of learning. Truly the squeakings that emanated from inside the organ as both tuneful notes and frightened mice emigrated in haste, challenged the courage and provoked the ingenuity.

But this was as water is to wine in comparison with what disclosed itself during the first spelling lessons to my 5 boys in

Grade III. Having left my half dozen beginners to sit in awed wonderment, and having given my Grade II some so-called "busy work" and having set some reading and arithmetic preparation for all the older folk, I was by 9:30 a.m. in the process of dictating a few simple spelling words to the middle row of pupils, 5 boys in Grade III. Naturally I started to patrol the aisle to look down over Johnnie's shoulder to check on the progress of his spelling. But my eyes never reached as low down as his scribbler, they never got past the back of his neck, for I was immediately and alarmingly aware of the sad truth that there was more activity going on on the outside of his head than could possibly be the case inside. I hurried to the second lad and to the third. But there was no deviation from the general pattern. Truly by the time I got to the fifth boy in the row I was scratching my own head in figurative if not in literal necessity. Courage and ingenuity, where are you now? Well, what a lousy school, in both senses of the word! And I, a lousy permit teacher! Or was I? That night at my boarding place I asked Grandpappy Rakestraw if he had a pair of clippers. He got me a pair from the stable but I took them right back out and there, to the astonishment of the one cow and the so-called horse, I clipped my head bald. Courage and ingenuity, bless my eager spirit!! The following morning at school I set my lunch pail conspicuously on top of my teacher's desk and placed the shears in open sight thereon. I said nothing and the pupils said even less. I think they were struck dumb. But at noon as we all sat around eating our bread and cheese—for none went home for lunch at that school, and the organ mice were fat and sleek—one little boy piped out, "Teacher, are them the things you done it with?" So I staked all on one gambling fling and said, "Yes, would you like me to do you?" Schoolteacher hero worship, or was it just a sense of devilment, prompted an affirmative nod, and as example set example, by the mere extension of the lunch and recess periods I did such a barbering business that, without parental permission, I rid the boys of every vestige of hair and every spelling impediment within two days. Courage and ingenuity were making out; the easier half of my victory was won—the girls remained. In his address here 2 years ago Tom McMaster told us that the proper slogan of a good teacher is, "The difficult we do immediately, the impossible takes a little longer." Well, the girls took longer; but with coal oil, a fine toothed comb, a combination of frank advice and dire threat I became a teacher for I learned that with those twin adjuncts of courage and ingenuity one can both take Mohammed to the mountain and take the mountain to Mohammed. When now I compare my present school at River Heights with that first one on the Saskatchewan prairie I sometimes feel that today in Winnipeg the staff and I require the same quantity of courage and ingenuity though the need may be demonstrated in differing quality. But, I say to you and to myself, never be satisfied with routine, be willing and alert for new methods, anything that will do the trick. When accepted custom bogs down, be bold, ingenious, strike out anew.

"How dull it is to pause, to rust unburnished." Rather, like Ulysses, "Drink life to the lees, sail beyond the sunset" and have a "spirit yearning in desire." And when you find yourself lacking in courage and ingenuity, but willing to walk the rut in the humdrum monotony of time-worn habit, then quit teaching and retire, for in fact, you are already dead.

Could I take time to tell you of one other situation that the green young permit teacher faced on the far-off Saskatchewan prairies 38 years ago? One day, just like that, my whole school flew to the north windows. I was thunderstruck. No use my trying to get to the windows to see for myself. There wasn't any space left. So I watched from behind and listened. When the galloping thud of horses hooves and the roll of wagon wheels on the prairie trail and the furious imprecations of a desperate driver passed southward out of hearing I tried to get my flock back into their seats—but to no avail. They knew better than I did. Sure enough, in a matter of seconds the snorting and chugging of the 1920 Ford, contraption de luxe, came chasing along the self same prairie road as the R.C.M.P. made futile efforts to overtake the rum runner and whiskey peddler before he reached that haven of refuge, the American boundary just half a mile south, in days of prohibition. Well, I learned that ingenuity has no bounds when the need is urgent and courage is adequate. I just moved my teacher's desk from the middle front of the room over to the corner front by the windows from which point of vantage I had a future head start by a jump or two on the majority of the eager and curious mob. I never again lacked front window space from which to watch the flight of Bacchus and control the rush of pupils.

One day a lone rider came leisurely loping along. Still sitting astride his bronco he tapped on the school door. When I went out he drawled, "Professor, do you know where we can get a teacher for our school?" And I replied, "I sure do, partner, just you ride up to Bengough and send a telegram to A. V. Pigott, Stella Ave., Winnipeg. He'll come. So a week later the stage coach brought good old Art along to teach the neighboring school eight miles away. From then on the country had 20,000 gophers, 2,000 coyotes, 200 cattle rustlers, 20 whiskey peddlers and 2 Winnipeg school teachers. We organized a Field Day between our two schools and ran every sort of competition from Grade I handwriting to a footrace and a boxing match between the two teachers.

To courage and ingenuity, then, add versatility as a third prerequisite to our profession because as a schoolteacher you can count upon being called to do most anything and everything. Goldsmith knew what he was writing about when he said of the village schoolmaster that "still the wonder grew that one small head could carry all he knew."

I think it is time, though, to treat my subject in somewhat more serious vein. Let me do so by telling you a true story. It is about a doctor. I was tempted to take liberties and make him a



schoolteacher but again my conscience insisted upon the truth, so the truth it shall be—though, as you will see, I think it could have happened even more appropriately to a teacher.

Dr. Edward Rosenow, world-famous member of the staff at Mayo Brothers' Clinic tells how at the age of 11 he decided to become a doctor. His older brother became seriously ill and the parents in anxiety and fear summoned the local town practitioner. As the doctor entered the sickroom followed closely by the worried parents, young Edward slipped in too, unnoticed. He could not see his brother's face for the doctor stood between them. He could not see the doctor's face for his back was turned. So he watched, engrossed, the faces of his parents standing silently at the foot of the bed. Presently the doctor half-turned and said, "You can relax now—your boy is going to be all right." And Edward Rosenow was so impressed with the effect that statement had on his parents that he says, "I decided then and there to become a doctor so I could put light in people's faces."

Yes, I grant a doctor has his opportunity to put light in people's faces. For that matter no man, whatever be his profession or avocation, can be truly and personally happy unless he has a job that allows him to light lamps in other people's faces. But on Monday morning when Dr. "X" leaves home for daily duty knowing that he will meet 10 patients during the course of his medical duties, I or you, a schoolteacher, will leave home for school knowing that during the day there will be 500, maybe 1000 faces turned to us for light. Ours is the greater opportunity to kindle the flame and nurture it to glowing warmth. We may miss out in some of the material ways of life but, as teachers, we have more opportunity to light lamps in this dark world than have the members of any other profession. That is why we stay in teaching. And it is about this business of putting lights in peoples faces, be they pupils or parents, that I wish to speak of for a while.

There are two essential requirements necessary if you are going to be a lamplighter. The first is, you must have the light within yourself or you cannot transmit it. You cannot give what you have not got. Only in the realm of abstract mathematics can you take something from nothing. In the warm contacts of daily living you must have a glowing heart yourself to put light in other people's faces. This fact was driven home to me years ago by Emerson Snyder's young 5 year old son, Allan, and I have never forgotten the occasion.

Emerson Snyder, Art Brown, Freddie Grusz and I had a duck hunting lodge in the Netley Marshes. During hunting season we used to head for it Friday evenings, shoot all day Saturdays and come home Sundays. One Friday evening we were loading up the car at Emerson's backyard and young Allan, age 5 and all boy, was being something between a hindrance and a help as he garrulously directed proceedings. Emerson had to make one last trip into the house and the rest of us were impatiently waiting in

the car, being amused as best we could with wee Allan's helpful nuisance and innocent chatter. Art Brown, of course, always a kindly "kidder," kept the young lad primed. So Allan was telling us of the family motor trip through the Rockies the previous summer holidays and when he graphically described how his daddy had driven the car smack into a deer that had suddenly jumped in front of them Art said, "Well, now, I bet your daddy knocked that deer 'galley west,' didn't he?" To which our wee nuisance, entertainer, philosopher quietly replied after just a moment's reflection, "No—no, he didn't. You see we were coming back east at the time."

Yes, friends, you cannot knock a deer 'galley west' if you are travelling east. No more can you lead a boy 'this-a-way' if you are going 'that-a-way.' For, whatever is your light—that is the lamp that will reflect itself in glowing faces. The word "education" is derived from the Latin "educere," meaning "to lead out"—to lead, notice! and you cannot lead in any direction save that in which you yourself are headed.

Does this thought frighten you? If it hasn't yet, let me state it so bluntly that it will, even as it always does me. Do any of these tests give a tug at your conscience at all:—

- (a) Do you ever wonder why your pupils, or some of them, keep such untidy, messy notebooks? Then go to the back of the room at the end of a lesson—or at 4 o'clock—turn around and take a good long look at your own blackboard. Oh, oh! Oh, oh! You can't knock a deer galley west if you are travelling east. And you can't lead a pupil to a neat notebook by a messy blackboard.
- (b) Do you ever get exasperated by the untidy state of your classroom floor? You know how the youngsters put scrap paper in their desks and when they are hauling their books out of storage at the end of the period the messy papers, or sunflower seeds, go on the floor. Do you get cross and make them pick them up? Do you? Then open the drawers of the teacher's desk and take a look. How much "junk" have you got in there? And each time you have opened that drawer over the past days many of your followers have seen your lead, have noticed the direction you travel and have kindled their lamps with your oil. I said a bit ago that in addition to courage and ingenuity, a teacher must have a third characteristic, namely versatility. And that is so. To be a good teacher you must be a good housekeeper. Take a good look right now with your "mind's eye" (as Hamlet put it) at the window ledges, the cloak-room, the shelves, the teacher's desk, or the office desk if you are an administrator. Just look now, and look again on Monday morning and think of little Allan's deer, think of this lamp you are lighting whether you want to or not, think of this "educere" business and realize that you have

the frightening responsibility, yet the rewarding opportunity, of "leading"—and leading with glowing hearts.

"Let your light so shine . . ."

Have I struck you a telling blow yet? I think I have hit myself. But let me have another couple "goes" at both of us.

- (c) Did you ever give a boy a "late slip" and send him to detention after 4 because he had dillydallied on the way to school and missed roll call? Did you? If so, then I hope you never slipped down to the boiler room or into the staff room before school or during change of periods for a quick smoke or a cup of coffee and arrived back at your room after the class got there. We don't fool pupils, you know, and they resent being punished for emulating our example. If we lead them east, they will probably come along. We can't give them 4 o'clock detention for copying us. My! this business of being a lamplighter isn't all honey and glory, is it? It does require introspection, then courage, self discipline. It does involve trouble, nuisance, doesn't it? It is so restful just to be able to stay in the staff room or the boiler room "far from the madding crowd's ignoble strife" until the halls are empty and then come peacefully along the corridors which a few moments ago were crowded with vigorous youth that would have required your versatile leadership—and to come along now, late a bit for class, but you can slip in, scold the pupils for their noise and lack of settled order, pretend you were detained in the storeroom, mimeograph room, or the office on school business. Oh! I know the temptation for I have fallen before it myself. But, if you can fool all the world some of the time and some of the world all the time, you can't fool all the world all the time; and pupils soon know that the teacher comes late and then they resent detention after 4 being imposed upon them. Think of your lamp, my friend.
- (d) Should I remind you and myself of other examples where we need to watch the colour of the lamp we light? How about that hat on your head as you enter the school while possibly the "noon duty teacher" is at the very moment "bawling out" a boy for not taking his cap off? What about being slow getting your examination papers corrected and marks entered on the mark sheets, yet bearing down heavily on Johnny or Mary for lack of homework assignments? Do you cooperate with the other members of the staff in general school procedures, particularly with the committee of teachers of your own subject area or are you a rugged individualist insisting upon your teaching technique as the one and only, but at the same time getting exasperated at Willie or Elizabeth Jane for not conforming to the general class routine that you expect from your



homeroom? Oh, that this business of the "Golden Rule" were only a little easier, that Nature had so ordained the world and us in it that we could more simply "do unto others as we would that they should do to us"! And particularly for us lamplighters!

But, if ours is a great task, a great responsibility, it therefore is a great opportunity and a great joy. Nothing in life that is really worth while comes easily. It seems to be an inescapable truism that things of value cost dear—but the price is worth while. So I say to you, and to myself—lamplighters—have that light first within yourself that you may transmit it to your hero-worshippers.

Now, what about the second requirement essential to a lamplighter? Well, it just follows naturally, I think, from the first, and it is this, a lamplighter must keep his light refuelled. Never lose your inspiration. Human nature is weak and it is not enough for us to know what is right — we need an emotional drive to keep us doing the right thing. We need a Power greater than ourselves to keep our inspiration full, our hearts aglow. In supplying this need there is no substitute for spiritual force. I care not for denomination or creed—Protestant or Catholic, Christian or Jew. If you want to keep your lamp lighted you had better keep it connected to the High Line that leads straight back to the Source of Power. I make no apology for striking this religious note in this address. It is the only answer I know. If someone sometime comes along with a better one I will accept it but, in the meantime, I know this one works. Last summer Isa and I had a very enriching experience when for a week we attended a large conclave of people from all parts of the world—adults from America, Asia, Europe, Africa and the islands of the seas, some 800 of us in all. The purpose of each was to search within himself ways and means of establishing the 4 absolutes—absolute truth, absolute purity, absolute unselfishness, absolute love. Among the many interesting people it was our privilege to meet there, two come now to mind—both of them black as the ace of spades for they had come all the way from Africa. One was a schoolteacher,—the president of the Native Teachers' Society of Ghana; the other a politician, the leader of the opposition in the Ghana government. As this conference was being held in America, the leaders being chiefly Christian and speaking English, we asked our Ghana friends one day their assessment of the spirit of the conference. The politician was the spokesman who replied, "Well, I shall go back to my country a much better Moslem than I came." Now that is what counts. That is my challenge to ourselves today.

"So to address our spirits to the Height,  
And so attune them to the valiant whole,  
That the great light be clearer because of our light,  
And the great soul the stronger because of our soul:  
To have done this is to have lived, though fame  
Remember us with no enduring name."

—Archibald Lampman.

Well, my lamplighters, in Biblical narration, of the ten guests invited to the wedding feast, 5 were wise and 5 foolish. The wise kept their lamps trim and burning and when the Bridegroom came they were ready and went in unto the feast. Keep your lamp trim and burning brightly by close connection to the High Line that leads straight back to the Source of Power, and in developing for your own life the Y.M.C.A. triangle of foundation—Body, Mind and Spirit—do not neglect this third cornerstone.

Lamplighters, then!! Sir Harry Lauder used to like to tell the story of the old lamplighter whom he remembered in his boyhood village. I cannot imitate his good Scotch accent but here is the gist of his reminiscence. The old man climbed his ladder, lit his light, descended, moved on to the next post and to the next. Young Harry watched him till he was out of sight but "Always," says Sir Harry, "Always, I could tell the way he went by the lights he left behind him." When your turn comes, or mine, my friends, to pass on out of sight, may it be said of us as teachers, that our path through life was marked by the lights we left in the faces of mankind.

Now, ladies and gentlemen, I will alter course a bit, not change the subject for I have but one message for you today, one challenge, and essentially I have given it. But for what time remains I would like to approach it from another direction. I hope not to be guilty of mere verbosity in repetition. Sometimes we see a thing more clearly when we look at it from two directions. So let us now look at this job of schoolteaching, not as lamplighters but as mountain climbers.

Captain Edmund Hillary along with Tenzing climbed Mt. Everest. Knighted for his accomplishment, Sir Edmund has but recently achieved further fame at the South Pole but I like to think of his famous climb of Mt. Everest in Tibet. You know the heroic story, the difficult terrain as well as I — how Hillary and Tenzing ascended Stage One, established a base from which to toil upwards in Stage Two, where once more they rested and planned the last and culminating effort that took them to the top whence they looked out over the vast expanse, victorious over all obstacles, having demonstrated Man's mastery of opposing forces. A tremendous achievement, an inspiration through example to all peoples.

Well, there are heights to climb in Education as well as in Tibet. The rugged mountain of geography may have its Everest in Tibet but the forward progress of Mankind also has its Everest in Education, no less formidable to the climber, no less dangerous to the unwary, the unskilled, the weak; but also no less rewarding to the victorious. Ladies and gentlemen, we are lamplighters alright, but we are carrying our torches along the mountain slopes of an Everest of Education. Our victory—or failure—far outweighs in ultimate effect the planting of a marker on top of Everest in Tibet. Now let us think of this for a while, first admitting to ourselves a close parallel in the two climbs, secondly—and of equal if not of more significance—noting a very real difference.

The *similarity* is that Tibet's Everest had different stages, each requiring varying planning according to its changing challenge to the toiling wayfarer. Education's Everest, likewise, has three roads of endeavour, challenge and progress for him who would see the summit. Presently I would like to tell you what I think they are but not until I have warned of the very fundamental *difference* between the ascent of Tibet and the upward lift in Education. Hillary and Tenzing accomplished Stage One and rested before striking out upon Stage Two. Indeed they could do no otherwise. Stage One was a prerequisite, a "*sine qua non*," for further advance. In our profession that is not so—the three paths must be cleared together, there is no such relatively simple procedure as meeting them singly and conquering them one by one, using each base as a springboard for higher attainment. But you say to me, "Is it possible to travel three roads simultaneously?" You must, my friend, you must if you wish to see the sunset from the top of Education's Everest. He who gets too far along on one mountain trail without keeping himself abreast along the other two will fall into the deep crevice of impossibility and defeat where the cold snows of error will bury him so frozen that the flicker of his lamplighting torch will be dark to the watchers from below.

Now, what are these three pathways? And are they really triplets? The first I call Knowledge. And Knowledge involves more than the mere possession of an array of facts, an assembly of data. Not so long ago I went into one of the classrooms of my school, as is my custom in rotation, to sit down with them for opening exercises—a song of patriotism, a moment of devotion. The Lamplighter had been at work in this area, the room was delightfully clean and orderly, the blackboard was so clear and black that the one and only sentence written on it, and in an upper out-of-the-way corner at that, was so conspicuous it could not fail to catch the eye and, in turn, to mould the character. It read something like this, "When one's facts are not well organized, the greater the store of them, the greater is one's confusion." Yes, acquisition and arrangement constitute possession for one does not really possess until both processes have been completed to give Knowledge.

Now I shall not develop this idea further. The M.T.S. brief to the Royal Commission dealt with higher standards, foundation programme, curricula, testing, etc., and I admitted to you at the beginning my decision not to duplicate or plagiarize. At least I said I would not steal from Plato, Pestalozzi, the Bible or Shakespeare. I am glad I did not bar myself from Huxley for I want to quote to you here the most embracing definition of Education I have ever found, Thomas Huxley's famous statement about an educated man. Please notice his five fold plan—in fact, I will designate each thought in turn "a, b, c, d, e" for your ease in following. Note, too, how parallel they are to the even more famous statement that "Jesus increased in wisdom and in stature and in favour with God and man." Now hear Huxley speak.

"That man, I think, has had a liberal education who has been so trained in his youth that:—

- (a) *His body* is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of
- (b) *Whose intellect* is a clear, cold logic engine with all its parts of equal strength and in smooth working order ready, like a steam engine, to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind
- (c) *Whose mind* is stored with a knowledge of the great fundamental truths of nature and the laws of her operations
- (d) *One who*, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience
- (e) *One who* has learned to love all beauty whether of nature or of art, to hate all vileness and to respect others as himself.

Such a one and no other has had a liberal education because he is, as completely as man can be, in harmony with nature. He will make the best of her, and she of him. They will get on together rarely, she as his ever beneficent mother; he as her mouthpiece, her minister, her interpreter."

Well, ladies and gentlemen, shall we leave the matter there? Knowledge is power and we must think or perish. To have candle-light information in an electrically lighted world and to have horse-and-buggy organization in an atomic age is a supreme folly. Therefore we must hew out the patch of Knowledge on the slopes and precipices of the Everest of Education, first for our own lamp-lighting feet, and leave it there alit for those who follow, remembering that we cannot give what we have not got. Knowledge is the first peak on Mount Everest that I have named for you but remember even while you are scaling it yourself or lighting others along its way there is a second and there is a third peak that must be equally and simultaneously scaled or all is lost. In speech I must tell you about them in sequence of time and thought but in life they demand attention together. What is the other, then the other?

Well, one other is *Character* and I think before this audience I need not spend much time developing the thought. You see, Knowledge is good only when he who possesses it is good. It is the key to open the door either of life or of death. What profits it a man to gain the whole world and lose his own soul? Why then teach Mary Elizabeth three, four, or five foreign languages if she cannot tell the truth in any one of them? And does the world gain if William John knows the rudiments and the intricacies of mathematics and science if his only use of them is to cheat his fellow man? Oh, what a lamplighting challenge this places upon you, Mr. Mountain climber, and you, Miss Schoolteacher!! "Keep thy

lips from evil and thy tongue from guile" for if you are travelling east, you know, you cannot knock a deer—or a boy or a girl—galley west. Sometimes the thought frightens me and probably it would knock me down the mountainside were it not for the third, this one remaining path up the slope that, if I keep it companionably conditioned, gives me the faith to struggle upwards.

And I use the word *Faith* advisedly and purposely for that is the very name of what I think to be the third triplet to accompany Knowledge and Character. — Faith, yes Faith. It has been wisely said, "If a thing can be done, skill can do it; if a thing cannot be done, only faith can do it." A second time I remind you of what Tom McMaster said to us when he addressed us two years ago from this very platform after catching Ewart's forward pass and while running for his touchdown under the title so descriptive of his message to us that day, "Raise Your Sights." He told us our motto should be, "The difficult we do at once, the impossible takes a little longer." Only faith can do it. Well, Faith, then, but faith in what?

In three things, the first of which is faith itself. You know Caspar Milquetoast will never reach the summit of Mt. Everest. He might see it from an aeroplane in Tibet or read about it from a book in Education but he will really never himself reach there. Poor fearful, gentle, frustrated soul! He is destined and doomed to meander the lower slopes for he has that inferiority complex that whispers, "I can't—I wish I could—I want to—but I can't—let George do it." Oh, how much better it would be to declare with Browning,

"I was ever a fighter, so one fight more."  
or to shout with Henley:

"Out of the night that covers me  
Black as the pit from pole to pole  
I thank whatever Gods there be  
For my unconquerable soul.  
In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeonings of fate  
My head is bloody but unbowed.  
It matters not how straight the gate,  
How charged with punishment the scroll.  
I am the master of my fate,  
I am the captain of my soul."

Faith conquers mountains, even Everest. Without it all is doubt and defeat.

But a man must have faith in more than in himself. Oh, yes, there are others. And what a comfort companionship is! Sometimes out in the Netley marshes as the wind blew and darkness settled its lowering head upon me in my hidden duckhunting boat I could



have been frightened in the enveloping weeds and far from shore; but even as I trembled—or was it just a shiver from the cold—I would hear old Art's gun go "boom, boom" as he missed a double shot a couple hundred yards away, and there would follow his hearty laugh and I would think, "Good old Art, he is just over there. I am not alone." And these mornings now when I start out for school, thinking probably about some problem that must be faced, I find strength in the thought that a competent staff are in the struggle, too, and I do not meet life's issues without their capable support. Then, too, I am encouraged by the thought that of a thousand pupils, even though there be some relatively few who trouble and disturb, the great majority are ardent mountain climbers themselves fast scaling up the lower slopes. So I feel encouraged. Nor am I unmindful of Him who said, "Take my yoke upon you and learn of me, for my yoke is easy and my burden light, and ye shall find rest unto your soul. I will not leave thee nor forsake thee. Sufficient unto the day is thy strength." Yes, my friends, have faith, not alone in yourself, but in your colleagues, your followers and your Leader.

Now, finally, have faith in your job. It is a great life's work, a real adventure. And as we leave this comparison of schoolteaching to Mountain climbing with its three-way challenge of Knowledge, Character and Faith may I bid you face your task with courage, ingenuity and versatility as masters of the mind, moulders of the character and shepherds of the spirits of the next generation to whom you from failing hands will fling the torch that they may see to write the next chapter in God's continued story of Creation.

In summary, then, and in conclusion, What is my task? Yes, it is to be a lamplighter, putting light in people's faces and giving lamps into their hands to light my way and theirs to the summit of this Everest of Education.

"Let your light so shine before men that all may see by your good works that you glorify your Father who is in Heaven."

*"What Is My Task?"*

To love someone more dearly every day,  
To help some wandering boy to find his way,  
To ponder o'er a noble thought, and pray,  
And smile when evening falls.  
This is my task.

To long for truth as blind men long for sight,  
To do my best from dawn of day till night,  
To keep my heart fit for His holy sight  
And answer when He calls.  
This is my task."

So, ladies and gentlemen, I send you back on Monday morning to whatever stage on the mountain side you have at the moment reached in your upward ascent, there to be lamplighters "with glowing hearts."

Dwight N. Ridd

# **The Awarding of Honorary Degrees By Canadian Universities**

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The awarding of honorary degrees has been part of academic tradition for a long time. Although these degrees are not based on any formal curriculum or examinations the fact that they are awarded by institutions of higher education should be reason to collect facts about the circumstances and characteristics surrounding this practice, for it can be readily understood that since these honorary degrees are awarded by a university, they may affect its status in the eyes of the public.

Academic work of university level was commenced in Canada late in the eighteenth century. It was in the next century that the establishment of many Canadian institutions of higher learning took place. The extent of academic training provided varies from institution to institution. In some, work of bachelor degree level is the sole emphasis while others offer extensive programs of graduate work. The fact that a university does not award an earned doctorate degree does not appear to be a restricting factor in giving doctorates that are honorary. There are of course degree granting institutions in Canada which follow the practice of giving only degrees that are earned through course work and by examinations.

The information reported here is based, for the most part, on a questionnaire inquiry sent to presidents or principals of 24 universities in Canada. The request was for information on degrees awarded during the three years 1954, 1955 and 1956. Nine inquiries were sent to universities in the Atlantic Provinces and eight replies were received. Four requests went to the Province of Quebec and three replies were received. To institutions in Ontario seven requests were made and all were responded to, and in Western Canada information was sought from each of the four provincial universities and three answers were received. The total response was, therefore, nearly ninety per cent of those from whom information was sought.

Data were sought from universities known to confer honorary doctorate degrees. Colleges where emphasis was on the study of theology or preparation for such study, and, which confer the D.D. as their sole honorary doctor's degree were excluded from the survey. Participants were asked to indicate the number of earned degrees conferred during the three years 1954, 1955 and 1956 and also the number of honorary doctorates. At least two universities included in the study grant, on occasion, honorary master's degrees but this study is limited to honorary doctorates. For the persons given honorary doctorates information was sought concerning the age of the recipients, where they were living, when they received the

honorary degree, the type of work with which they were associated, and the highest earned degree held by the person receiving the honorary degree that was awarded. In addition, information was also sought on policies and procedures followed in selecting candidates for doctorates that are honorary.

There are some rather unique circumstances surrounding the bestowing of doctorates that are honorary. Although many of the universities appear to make an effort to restrict the number of honors given there are occasions when more liberal numbers of people are honored than at others. A university anniversary is often a time when more than the usual number of honorary degrees may be conferred. The establishment of a new department or faculty or the anniversary of one already in existence may be marked by giving a number of honorary degrees. The same thing may happen when a learned society, for example, meets in the same locality as the university. The installation of a new principal or chancellor may be another occasion on which honors are given in numbers greater than under usual circumstances.

The information collected is intended to be presented in an unidentifiable form. The data for the tables are divided on a geographical basis. The Atlantic Provinces universities are grouped together, Quebec universities constitute another group, as do the universities of Ontario while the universities of Western Canada are grouped together.

Honorary doctorate degrees are of three or four main types. According to a compilation of the information supplied the honorary degree most characteristically awarded is the Doctor of Laws (LL.D.). Nearly 60 per cent of all honorary doctorates given are LL.D.'s. (See Table I). The second most commonly awarded degree is that of Doctor of Science (D.Sc.). Other degrees that are fairly numerous in the total of degrees given are the degrees of Doctor of Civil Law (D.C.L.) and the Doctor of Literature (D.Litt.).

It is hard to tell how the type of honorary degree to bestow is decided upon. Some universities restrict themselves to the awarding of certain degrees while others may award a much wider variety. For institutions making a practice of awarding a number of different honorary degrees the D.Sc. and the D.Litt. may tend to be reserved for outstanding scholarly work and not given in recognition of administrative services or outstanding citizenship to the same extent as is the case with the LL.D. Special circumstances surround the conferring of the degree of Doctor of Divinity. It is not the practice for universities whose religious background is predominantly Roman Catholic to give the Doctor of Divinity as an honorary degree. Clergymen and nuns of the Roman Catholic faith characteristically receive an honorary degree that is a doctorate in something other than divinity.

The listing of types of honorary doctor's degrees provided in Table I shows that a total of twenty-five different kinds of honorary

degrees were given during the three years included in the study. A number of the degrees were conferred rather infrequently. In fact four of the degrees, Doctor of Agricultural Science, Doctor of Domestic Science, Doctor of Letters and Doctor of Veterinary Medicine were given in each case to just one person. Six other types were given in each instance to two persons.

The general geographical or regional distribution of the various types of degrees can be noted from Table I. Quebec universities (in particular the universities having principally French Canadian associations) award the greatest variety of honorary degrees. In Ontario, and especially in Western Canada, the variety of type of degree awarded *honoris causa* is much more restricted than in Quebec or the Atlantic Provinces. In the Atlantic Provinces the variety of honorary doctorates was shown, on examining the returns, to be more extensive in one institution than was the case with the others reporting.

The listing of honorary degrees given in Table I contains, for the most part, degrees that cannot be earned as a result of following a prescribed course of study. There are, however, some exceptions. At at least one Canadian university the degree of Doctor of Divinity may be earned but it appears to be given predominantly on an honorary basis. Included in Table I, the degrees that are not uncommonly thought of as those scholars may earn are, for example, Doctor of Education, Doctor of Philosophy and Doctor of Veterinary Medicine. The extent to which degrees that may be earned are given on an honorary basis was not reported to be numerous, and the majority of universities appear to refrain from making degrees available on a dual basis, probably more so than some universities in the British Isles. The exceptions that do exist are apparently pretty well confined to universities in the Atlantic Provinces and Quebec. Certain Canadian institutions restrict themselves to the awarding of but one type of honorary degree.

As might be expected the receipt of a degree that is given on an honorary basis tends to be given after many years of work in a profession or extensive service in a particular type of endeavor or of public service. In the age groups used to prepare Table II, the largest groups are listed as being in the ranges 51-60 and 61-70. The chances of receiving an honorary degree before 50 and especially before 40 appear to be remote. The median age for the 466 persons whose ages could be categorized was calculated to be 60.5 years and the mean age 59.6 years. On the basis of the information given in Table II over 60 per cent of honorary doctorate degrees given by Canadian universities go to men and women who are over 50 years of age but who have not reached their 71st birthday.

Tables III, IV and V provide information on the occupations of the recipients of honorary doctorates. The tables list 22 professional or occupational fields. Over 90 per cent of all honorary doctorates given by Canadian universities in the three years 1954, 1955 and 1956 went to persons engaged in these different kinds

of occupations. (See Table III). It seems that some types of work place a person in a preferred position so far as general prospects and eligibility for an honorary degree are concerned, in fact, sometimes far out of proportion to their numbers in the population as a whole. In the three years covered in the study 14 honorary doctorates went to college and university presidents. It would seem to be reasonable to suggest that there are perhaps not 75 people in such positions in Canada, yet 12 of the 14 degrees going to people holding such an office lived in Canada. (See Table V). Senior civil servants and diplomats are the recipients of a goodly number of such honors as are clergymen including nuns, physicians, lawyers, judges and professors or so it would seem when one considers their numbers in proportion to the population in general. The classification of professor tends of course to be somewhat nondescript as a person may be a highly qualified engineer or scientist and yet because of the nature of the utilization of their talents be looked upon or classified as a professor. A not dissimilar situation may arise in the case of a civil servant. Although conclusive evidence is not available one wonders if in some instances persons may be honored to quite an extent because of the position or office they hold rather than because of personal achievements and contributions.

Reference to Table III also provides for the reader a picture of how type of honorary degree may have some relationship to type of work in which engaged. While over half of the degrees of Doctor of Science went to physicians and professors, with one exception, judges and lawyers received a LL.D. or D.C.L. As could be anticipated, just about all the Doctor of Divinity degrees went to clergymen although a good many clergymen and nuns received the LL.D. The reasons for such an occurrence being related to cultural differences have been suggested earlier. Industrialists as a group tended to receive quite a variety of doctorates; just half of the awards were an LL.D. degree. It seems, therefore, that there is reason to suggest that in the selection of persons for an honorary degree that there is a tendency to relate the degree, to some extent at least, to the outstanding qualities of the person receiving recognition. A goodly number of exceptions to this generalization must exist, however, as in the case of conferring of degrees such as LL.D. or D.C.L. if one thinks in terms of these degrees as having a relationship to law. There is, too, no leeway in institutions that restrict their honorary degree to a single type.

Table IV is designed to provide information on the academic background of the people to whom honorary degrees went during a three-year period. According to what is shown in Table IV, 163 of the 518 persons, approximately 31 per cent who were given a doctor's degree already had an equivalent earned degree. Physicians in some instances were shown as having an M.B. degree but, when classifying was done, such a degree was considered as equivalent to that of a doctor's degree. It appears that about only one in eight of the people receiving honorary degrees have no earned academic degree. Of course the proportions vary a great



deal according to type of work in which engaged. All physicians have had academic training and the proportion is of course high for several of the other classifications. Eighteen of 46 of the industrialists and businessmen, however, had not completed requirements for an earned degree.

From Table V may be gained the impression that persons living in the general area of a university have a somewhat better likelihood of getting an honorary degree from that university than someone farther away. Of the 518 degrees accounted for in Table V over half of them were awarded to a person classified as living in the region served by the university. Of the 148 honorary doctorates awarded by universities in the Atlantic Provinces 80 went to people living in the Atlantic Provinces; in Quebec out of 119 degrees given 53 were to residents of the Province of Quebec; in Ontario 108 out of a total of 179 degrees for which a classification could be made went to residents of Ontario and in the Western Provinces 39 of the 72 honorary degrees were given to people residing in the four Western Provinces. In all 398 or about 77 per cent of all honorary degrees conferred during the three year period 1954-56 were conferred on residents of Canada. Residents of the United States of America received less than one out of every 12 degrees awarded. About 14 per cent or approximately one out of every seven of the honorary degrees were granted to people living outside the North American continent.

According to the information given in Table VI a young Canadian who aspires to reach the distinction of being given an honorary degree should it seems, disregard the advice that Horace Greeley gave young Americans to go west. Instead they might increase their chances substantially by going east. In proportion to total number of earned degrees conferred, the universities in the Atlantic Provinces are distinctly more generous in their bestowal of honorary degrees than is the case elsewhere in Canada. If total population of each of the four geographical areas listed in Table VI is used, the conclusion that would most logically be drawn is that the number of honorary degrees given in proportion to population is higher in the most easterly provinces of Canada than in any other part of the country. Although conclusive evidence is not available it may be that there is some tendency for private universities to be more liberal and generous in their bestowal of honors than may be the case with the universities that are thought of as public or provincial. The ratio of earned degrees to honorary varies a great deal. For example, one university, fairly consistently during each of the three years 1954-56 gave honorary degrees equal to about 25 per cent of the number of earned degrees awarded. It should be remembered, as already indicated, that certain occasions in the life of a university not uncommonly result in a larger than usual number of degrees being given on an honorary basis either at regular or at special convocations. On the other hand, some institutions restrict the number of honorary degrees given to a definite number each year and the over-all policy seems to be to

attempt to place limits on the number of honors to be given each year.

The selection of candidates for honorary degrees and the criteria used vary from institution to institution. The responsibility for nominating and the opportunity of suggesting persons to be considered can come from a number of sources. It is not uncommon for many more names to be considered than there are honors given. There appears to be no shortage of people seeking and willing to accept an honorary degree. Nominations not uncommonly come from members of such bodies as a university Board of Governors, an honorary degree committee, alumni, and members of the faculty. The report from one university contained the comment that what was described as the "general honorary" degree of the university was initiated by a special committee, approved by an Academic Senate and then given final sanction by the Board of Governors. In the case of special degrees, for example, law and medicine, candidates were for the most part nominated by the Faculty Council, screened by a special committee, approved by the Academic Senate and sent to the Board of Governors for final approval. Final authority to award a degree appears to be vested in a senior university body such as, for example, the Senate or Board of Governors.

To give a specific outline of the criteria used in selecting candidates for honorary degrees is next to impossible. The various contributions that may be recognized are so varied that definite criteria are hard to establish. Eleven of the universities which furnished information signified that they did not have specific criteria to use in the selection of persons for honorary degrees. Six replies were to the effect that specific criteria existed and there were four qualified answers. One was to the effect that criteria did not exist except in a general way, another was that the criteria were not in written form, another that criteria were available but not easy to define or state. Finally the statement from one university was to the effect that criteria were loosely formulated but that it had not been their practice to recognize generosity to the university by giving an honorary degree. It may be fair to say that the intention is to attempt to reserve honorary degrees for persons who have rendered distinguished public service, a great contribution to society, or who have achieved unusual distinction in their work or profession.

As the number of persons considered for honorary degrees appears to be well in excess of the actual number granted what happens to a person whose name is considered but who is not awarded a degree? Is he eligible for future consideration or not? About half of the universities appear to follow the practice of carrying the names of persons not awarded an honorary doctorate one year forward to the next, but the procedure may not be the same in all instances. In other words some names may be carried forward and others not. In the case of one university a name that is rejected by the Senate cannot be re-introduced until a specific number of years has elapsed.

Decisions concerning the persons who are to be honored are made, by-and-large, well in advance of conferring which may be taken to be indicative that selection is not made in haste. As each university stated the length of time for its own particular situation it is rather hard to give a generalized type of information on how far in advance of the time of conferring of honorary doctorates that the recipients are selected. Two to four months seems to be a rather common length of time. But it was pointed out that in some instances the time might be much longer even to more than a year. There is, to some extent, no time limit fixed. The time might be short, for instance, in the case of an unexpected or largely unannounced visitor or longer in the case of a visitor whose coming has been announced well in advance.

Does the fact that a person has already received an honorary doctorate degree tend to discourage the awarding of another honorary doctorate to the same person? To this question there were three answers in the affirmative, 14 answers were in the negative and four answers were qualified. One answer was to the effect that it depends on the person and on circumstances; another answer said that the fact that the person had already an honorary degree restrained them from awarding another but not absolutely. Still another reply pointed out that if a person had already been honored several times there would have to be extraordinary reasons for conferring an additional honor.

To what extent does a close association with a university, for example, a graduate of a particular institution or a member of its teaching staff place a person in a preferred position to receive an honorary degree from that particular university? So far as alumni are concerned, four universities claimed that they did favour their own graduates in selecting their honorary graduates, ten claimed that they did not while seven gave qualified answers or did not answer. As was pointed out in one reply a university is of course likely to know more accurately of the distinctions of its own graduates.

University professors have rather limited likelihood it seems of getting an honorary degree from the university in which they teach during their active years of service. Normal procedure it seems is to consider staff members only when they are approaching retirement or after retirement. In one instance it was stated that the policy used to be to consider members of the staff for an honorary degree while active members of the staff but that the policy had been discontinued. One university reported a somewhat similar restriction in the case of politicians in that they never give an honorary degree to a politician during his active career in politics.

Nearly all universities participating in the study felt that the conferring of honorary degrees was a worthwhile practice and one of the proper functions of a university. There were, however, some intimations, that there could be changes in the practice. It is felt

that some Canadian universities may be rather generous in giving such degrees. In Britain a large university such as the University of London will normally award about seven honorary degrees each year in recognition of unusual contributions to society or eminent public service, or to those persons regarded to be eminent in theology, law, letters, science or the arts.

TABLE I

TYPE AND NUMBER OF HONORARY DOCTORATE DEGREES  
GRANTED AND LOCATION OF GRANTING,  
CANADIAN INSTITUTIONS, 1954-56.

Type of degree	Location of Universities				Totals	Each honorary degree as a percentage of total shown
	Atlantic Prov. Number	Quebec Number	Ontario Number	Western Prov. Number		
LL.D. ....	66	51	131	60	308	59.4
D.C.L. ....	21	3	2	—	26	5.0
D.Sc. ....	20	18	15	9	62	12.0
D.D. ....	18	1	22	—	41	7.9
D.Litt. or Litt.D. ....	8	7	7	3	25	4.8
D.Agr.Sc. ....	—	1	—	—	1	0.2
D.Commerce ....	1	4	—	—	5	0.9
D.CommercialSc. ....	1	3	—	—	4	0.8
D.DomesticSc. ....	—	1	—	—	1	0.2
D.Education ....	2	1	—	—	3	0.6
D.Engineering ....	6	—	—	—	6	1.1
D.Forestry ....	—	2	—	—	2	0.4
D.Letters ....	—	1	—	—	1	0.2
D.Medicine ....	—	2	—	—	2	0.4
D.MedicalSc. ....	—	3	—	—	3	0.6
D.Music ....	—	2	2	—	4	0.8
D.NaturalSc. ....	—	2	—	—	2	0.4
D.Optomety ....	—	2	—	—	2	0.4
D.Pedagogy ....	—	2	—	—	2	0.4
D.Pharmacy ....	—	3	—	—	3	0.6
D.Philosophy ....	5	1	—	—	6	1.1
D.SocialSc. ....	—	2	—	—	2	0.4
D.Soc. and Pol.Sc. ....	—	3	—	—	3	0.6
D.Theology ....	—	3	—	—	3	0.6
D.Vet.Med. ....	—	1	—	—	1	0.2
Totals ....	148	119	179*	72	518	100.0

\*Excludes 14 honorary degrees reported as being conferred but on whom no details were given.

TABLE II

## AGES REPORTED FOR RECIPIENTS OF HONORARY DOCTORATE DEGREES GRANTED BY CANADIAN UNIVERSITIES, 1954-56

Age Range	Universities					Total	Percentage
	Atlantic Prov.	Quebec	Ontario	Western Prov.			
31-40 .....	5	—	1	1		7	1.3
41-50 .....	21	14	29	10		74	13.9
51-60 .....	41	44	52	22		159	29.9
61-70 .....	60	35	50	32		177	33.3
71-80 .....	10	7	21	6		44	8.3
81-90 .....	1	1	1	1		4	0.7
91-100 .....	1	—	—	—		1	0.2
Not shown .....	9	18	39	—		66	12.4
Totals .....	148	119	193	72		532	100.0



**TABLE III**  
**HONORARY DEGREES AWARDED BY CANADIAN UNIVERSITIES**  
**SHOWING OCCUPATION OF RECIPIENT, 1954-56\***  
**Type and Number of Honorary Degrees Awarded**

Occupation	LL.D.	D.C.L.	D.Sc.	D.D.	D.Litt. or Lit.D.	D.Agr.Sc.	D.Commerce	D.Com.Sc.	D.Dom.Sc.	D.Educ.	D.Engineer.	D.Forestry	D.Letters	D.Medicine	D.Music	D.Nat.Sc.	D.Optomtry	D.Pedagogy	D.Pharmacy	D.Philosophy	D.Soc.Sc.	D.Soc. & Pol.Sc.	D.Theology	D.Vet.Med.	Totals	Each Occupation as Percentage of Total
Archivists .....	1	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	0.6
Authors-esses .....	—	—	—	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8	1.5
Bankers .....	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	0.6
Civil servants & diplomats .....	49	6	7	—	1	—	—	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	67	12.9
Clergymen & nuns .....	21	—	—	39	2	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	71	13.7
College and university presidents .....	11	1	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	—	14	2.7
Dentists .....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	0.4
Engineers .....	9	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10	1.9
Historians .....	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	0.6
Industrialists & businessmen .....	23	4	7	—	—	—	—	2	—	—	2	1	1	—	—	—	—	—	—	—	—	—	—	—	46	8.9
Judges .....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10	1.9
Lawyers .....	27	3	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	32	6.2
Physicians .....	25	1	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38	7.3
Musicians .....	2	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	1.2
Nurses .....	3	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	—	—	—	—	—	—	3	0.6
Newspapermen & journalists .....	7	1	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	21	4.1
Politicians .....	17	2	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10	1.9
Professors .....	30	1	26	1	9	1	1	1	1	1	3	—	—	2	—	—	—	1	2	—	—	—	—	—	86	16.6
Scientists .....	2	3	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	1.2
School principals & superinten. ..	5	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	1.7
Social workers .....	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8	1.5
Teachers .....	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	2.9
Others .....	40	—	1	—	1	—	—	—	—	1	1	—	—	—	—	—	2	1	1	—	—	—	—	—	47	9.1
Totals .....	308	26	62	41	25	1	5	4	1	3	6	2	1	2	3	4	2	2	2	3	6	2	3	1	518	100.0

\*This table can only account for 518 persons and not 532 as shown in some other tables as information is lacking on 14 honorary degrees reported as being conferred.

TABLE IV  
DEGREES ALREADY HELD BY RECIPIENTS OF HONORARY DOCTORATE  
DEGREES FROM CANADIAN UNIVERSITIES, 1954-56

\*Only 179 recipients of honorary degrees can be accounted for here as details are lacking on 14 recipients of honorary doctor's degrees.

TABLE V

PLACE OF RESIDENCE OF RECIPIENT OF HONORARY DEGREES IN  
RELATION TO LOCATION OF CANADIAN INSTITUTIONS  
AWARDING DEGREES, 1954-56

Location of Awarding University and that of Recipient																				
Occupation	Atlantic Provinces			Quebec			*Ontario			Western Provinces			All Canadian Universities Reporting							
	Living in Atlantic Provinces	Living elsewhere in Canada	Living in U.S.A.	Living Abroad	Not Shown	Living in Ontario	Living elsewhere in Canada	Living in U.S.A.	Living Abroad	Not Shown	Living in Western Provinces	Living elsewhere in Canada	Living in U.S.A.	Living Abroad	Not Shown	Living in area of Granting institution in Canada	Living elsewhere in Canada	Living in U.S.A.	Living Abroad	Not Shown
Archivists	2	—	—	—	—	1	2	—	—	—	1	—	—	—	—	3	4	—	—	—
Authors-esses	1	—	—	—	—	18	1	—	—	—	1	—	—	—	—	34	1	—	—	—
Bankers	7	6	—	—	—	17	6	—	—	—	1	6	—	—	—	36	18	—	—	—
Civil servants & diplomats	15	7	2	1	—	13	3	—	—	—	1	—	—	—	—	5	5	—	—	—
Clergymen & nuns	2	—	—	—	—	3	—	—	—	—	1	—	—	—	—	7	1	—	—	—
College & university presidents	1	—	—	—	—	3	—	—	—	—	—	—	—	—	—	1	1	—	—	—
Dentists	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	3	4	—	—	—
Engineers	—	4	1	—	—	5	—	—	—	—	4	—	—	—	—	36	6	—	—	—
Historians	1	3	—	—	—	6	3	—	—	—	—	—	—	—	—	17	8	—	—	—
Industrialists & businessmen	12	3	1	—	—	5	—	—	—	—	1	—	—	—	—	18	6	—	—	—
Judges	2	1	—	—	—	6	—	—	—	—	1	—	—	—	—	7	3	—	—	—
Lawyers	1	4	—	—	—	9	1	—	—	—	2	—	—	—	—	36	6	—	—	—
Physicians	6	—	1	—	—	5	—	—	—	—	1	—	—	—	—	17	8	—	—	—
Musicians	—	2	—	—	—	1	—	—	—	—	1	—	—	—	—	2	2	—	—	—
Nurses	—	—	—	—	—	2	—	—	—	—	1	—	—	—	—	5	3	—	—	—
Newspapermen & journalists	1	3	—	—	—	2	—	—	—	—	4	—	—	—	—	13	4	—	—	—
Politicians	4	—	—	—	—	4	—	—	—	—	4	—	—	—	—	37	25	—	—	—
Professors	10	6	2	—	—	14	8	—	—	—	4	—	—	—	—	2	4	—	—	—
Scientists	1	1	—	—	—	5	—	—	—	—	1	—	—	—	—	9	2	—	—	—
School principals & superintenden.	1	—	—	—	—	—	—	—	—	—	1	—	—	—	—	2	—	—	—	—
Social workers	4	—	—	—	—	—	—	—	—	—	3	—	—	—	—	13	2	—	—	—
Teachers	4	1	2	—	—	12	1	—	—	—	9	—	—	—	—	27	5	—	—	—
Others	6	—	—	—	—	4	2	—	—	—	1	—	—	—	—	2	2	—	—	—
Totals	80	45	10	13	—	53	26	10	29	1	108	26	20	22	3	280	118	45	71	4

\*Incomplete information supplied does not permit accounting for 14 recipients of honorary doctor's degrees.

**TABLE VI**  
**EARNED AND HONORARY DEGREES CONFERRED**  
**BY CANADIAN UNIVERSITIES, 1954-56.**

Location of universities	Number of earned degrees conferred by universities reporting	Number of honorary degrees conferred by universities reporting	Ratio of earned to honorary degrees conferred
Atlantic Provinces .....	2,525	148	17.1:1
Quebec .....	22,198	119	186.5:1
Ontario .....	14,505	193*	75.2:1
Western Provinces .....	7,852	72	109.1:1
Totals .....	47,080	532	88.5:1

\*Represents total number of honorary degrees conferred but detailed information on 14 of these is lacking.

# THE EDUCATIONAL PHILOSOPHY OF ST. JEAN-BAPTISTE DE LA SALLE, THE FOUNDER OF THE BROTHERS OF THE CHRISTIAN SCHOOLS

Alex Balawyder

## *Purpose of the Dissertation*

The purpose of this dissertation is to organize, systematize and discuss La Salle's philosophy of education, pointing out the following: (1) the permeation of his philosophy by religion; (2) the importance of the teacher in his educational system; (3) the aspects of modernity in his philosophy.

## *Method of Procedure*

Frequent recourse to both primary and secondary sources of information is made with emphasis on the former. Historical details are used to clarify ideas connected with his educational system. The interpretation of Lasallian thoughts is made in terms of modern pedagogy, but in the light of the social, religious and educational background of the seventeenth century.

## *Life and Work of La Salle*

To have a better understanding of La Salle's thought it is necessary to know his life history and his achievements. John Baptist de la Salle was born in Rheims, France, on April 30, 1651, of distinguished parents whose chief interest was to imbue their children with piety. He received his Master of Arts degree from the College des bons Enfants and his Doctorate from the University of Rheims. After completing his ecclesiastical studies at the Seminary of Saint Sulpice, Paris, he was ordained a Catholic priest in 1678.

Besides establishing the Order of the Brothers of the Christian Schools he is also credited by the historians for the following: the establishment of the first teachers' colleges, the popularization of the vernacular language as a medium of instruction, the application of simultaneous method of instruction in elementary schools, the establishment of "Latinless secondary and technical schools, the initiation of adult education and the founding of a reformatory for delinquents.

### *Findings of this Study*

Every phase of the Lasallian educational philosophy is directly or indirectly connected with religion. The main objective of education is the salvation of the pupils' souls through Christian character formation; the chief means of realizing this aim are prayer, sacraments, Holy Mass and religious instruction; the principal subject on the curriculum is religion whose spirit governs such subjects as reading, writing and arithmetic. The textbooks, prizes, and the appearance of the classroom recall to the pupils' minds the ultimate end of the Lasallian education.

In the Lasallian school the teacher is considered all-important. He is not merely an instructor who imparts knowledge to children, nor an administrator who keeps the children orderly; he is essentially a moulder or a fashioner of character. In fact, the success and the efficiency of the Lasallian system depend on the teacher who imbues the children under his care with the Christian principles by means of his example, prayer, and instruction.

Although La Salle established his Institute in the seventeenth century, many aspects of his educational philosophy conform favourably with modern theories and practices. Besides elevating teaching to a dignified profession, La Salle provided a programme for the training of candidates for this profession which included such modern features as practice teaching, in-service training, teacher selection, and an academic and professional education.

His school management also demonstrates such aspects of modernity as pupil participation in classroom management, homogeneous grouping, frequent promotions, friendly pupil-teacher relationship, attractive classroom and positive means of discipline.

Perhaps nowhere else are the modern aspects of the Lasallian philosophy so conspicuous as in the curriculum and in the methodology. In the former, we notice such current practices as co-operative curriculum making and a wide selection of subjects in the vocational and secondary schools; and in the latter, we note such modern characteristics of methodology as group instruction, care for individual differences, pupil-activity, appeal to the understanding, motivated and meaningful learning, mastery of subject matter, remedial teaching, practical teaching, and the use of the vernacular as a medium of instruction.



# A STUDY OF THE GROWTH OF THE FUNCTION CONCEPT IN MATHEMATICS THROUGH SENIOR HIGH SCHOOL GRADES

F. E. Bothe

Since there is, theoretically, a progression in breadth and intensity of instruction in the concept of functionality from the tenth through the twelfth grades, there should be a measurable increase in the understanding of the function concept through these grades. The purpose of this study is to determine to what extent the students of these grades have an understanding of the concept of functionality and to determine the extent of growth of functionality from grade to grade.

In this study the emphasis has been placed upon three main areas:

1. The extent to which students of the tenth, eleventh and twelfth grades are able to recognize and interpret the function as a relationship between two or more variables, to interpret a table of associated values, to change the subject of a formula, and to interpret graphical representation.
2. The growth in the ability to use the function concept throughout the high school grades.
3. A comparison of the abilities of the girls and boys.

The conclusions of the study are based upon the statistical information derived from the results of a test devised by the writer. This test was administered as a group test in one suburban and five Winnipeg high schools. Five hundred and ninety-five students were involved in the testing program and over forty-one thousand responses to seventy functional situations were examined for the study.

The major conclusions derived were:

1. Throughout the high school grades, there is a measurable increase in the understanding of the function concept by high school students.
2. A program of functional mathematics must be taught rather than left to chance.
3. Courses in mathematics must be so planned and developed to present to the students a continuous program of functional situations and to provide for growth in the function concept throughout the grades.
4. There is little attempt to adapt the processes of functional thinking to problem situations.
5. Functional thinking as applied to changing the subject of a formula, to tables of associated values, and to graphical representation is not developed to any great extent prior to grade twelve.
6. At the grade ten level neither sex showed any superiority in relational thinking but in successive grades the boys showed a marked superiority.

# A SURVEY AND CRITICAL ANALYSIS OF THE SPECIAL EDUCATION PROGRAM OF THE WINNIPEG PUBLIC SCHOOLS

Nadine E. Chidley

## *The Problem:*

Despite the present substantial provisions being made within the Winnipeg Public Schools system for its exceptional children, certain criticisms may be directed towards the special education program and its organization. It is the writer's contention that there is a number of children within the boundaries of the Winnipeg Public Schools system who are in need of a specialized program but who, for a number of reasons, are not receiving the benefits of such a program. Further, in an effort to meet the growing needs of certain groups of children, various departments within the school system have, independently of one another, instituted programs designed to cover these needs and have thus created a number of uncoordinated special education programs. This has been a gradual, imperceptible growth which has now reached proportions sufficient to indicate a need for coordination and organization into a special department within the school system.

The purpose of this study therefore, is to provide sufficient data either to substantiate or refute the foregoing criticisms. These data include statistical evidence regarding the number of school children who, on the bases of intelligence tests ratings and principal and/or teacher opinion, are in need of a special program. These children, for the purpose of this survey, are designated as mentally retarded, educationally retarded, slow learning, gifted, and emotionally disturbed. The statistical information includes the individual or group intelligence tests ratings, present placement, progress, recommended placement, sex, and any Child Guidance Clinic contacts. The discussion of each category includes information as to the present organization and administration of special education classes in Winnipeg. Selected aspects of each category which the writer considers are pertinent to the survey are also discussed.

### *Delimitations of the Study:*

This study is restricted to the analysis of five categories of exceptional children, namely: the mentally retarded, the educationally retarded, the slow learning, the gifted, and the emotionally disturbed. Excluded from this study are the following categories of exceptional children: the deaf, the hard-of-hearing, the speech handicapped, the severely retarded, the blind, the partially sighted, the crippled, the epileptic, the delicate, and the brain-injured. The bases for exclusion of these categories were: 1) extent of this field; 2) priority of categories according to educational need and numbers involved; 3) practicability of special services. Non-English speaking New Canadians were also excluded from the study.

### *Method of Investigation:*

A questionnaire was sent to all the elementary and junior high schools within the Winnipeg Public Schools system. Those

senior high schools housing Grade IX students also received copies of the questionnaire. One questionnaire was to be completed for each child who fitted into any one of the categories listed in Part A of the questionnaire. These categories were described briefly in a cover letter which included directions for completing the questionnaire.

Approximately 8,500 questionnaire forms were sent out and 5,373 were returned completed. Of the returned questionnaires 196 were rejected because they did not apply to any one of the categories listed in the cover letter. This left a total of 5,177 questionnaire forms used. A total of 68 schools received the questionnaire and all reported in the survey. Each completed questionnaire was then checked against the files of the Child Guidance Clinic of Greater Winnipeg.

The questionnaire data were tabulated for the various categories. Findings and conclusions were derived from the study and analysis of these compilations.

#### *Major Conclusions:*

1. That a special education department under a director of special education be set up to coordinate, administer and supervise the special education program at all levels for the children in the Winnipeg Public Schools.
2. That a more clearly defined procedure for the early identification and study of exceptional children be established.
3. That some consideration be given to the question of differentiated curricula designed especially for each of the separate groups of children in terms of their particular needs.

## **THE HISTORY OF THE GROWTH OF THE FACULTY OF EDUCATION WITHIN THE UNIVERSITY OF MANITOBA**

**Fanny M. Davis**

This thesis undertakes to present a history of the first twenty years in the life of the Faculty of Education within the University of Manitoba and, concurrently, to interpret its rapid growth and steady expansion as being very largely attributable to the vision, enterprise and industry of its founder and first dean, Dr. David Scott Woods.

The study begins with a cursory glance at the initial fifty years of teacher training in Manitoba. Then follows an outline of the work of the Department of Education Manitoba Summer School from 1910 until its amalgamation with the University of Manitoba Summer School in 1924. The significance of this merger

is seen in the fact that from this date there is an inevitably closer relationship between academic and professional education available for teachers.

During the next five years Dr. Woods, then Director of the Summer School, recognizing the serious need for professional post-graduate training, promoted the organization of such systematic work. As a consequence, in January, 1930, a course of study leading to the degree of Master of Arts in Education was instituted.

It is noteworthy that from 1925 on there was a rapid growth of secondary schools throughout the province. The need was soon felt for a more specialized type of teacher training. Hence the Advisory Board of the Department of Education through the Deputy Minister, Dr. Robert Fletcher, advocated that a School of Education be organized under the University of Manitoba to prepare candidates for high school posts and to attract to the profession University graduates who were showing a tendency to object to taking their training at the Normal Schools.

Opening in September, 1933, a School of Education, under the direction of Dr. Woods, functioned successfully for two years. At this time Dr. Woods, chafing under the restrictions that dual control imposed on the School, boldly set about conquering the administrative and organizational obstacles that hampered the establishment of a fully responsible Faculty of Education. In his efforts he was supported on the one hand by Dr. Fletcher and on the other by a pressure group of graduate students in Education. Success crowned their endeavours when, on September 1st, 1935, an autonomous Faculty of Education came into being.

The thesis examines as closely as possible Dean Woods' philosophy of education and shows how it is reflected both in the professional school and in his impact on education in general.

Next is regarded the multiple role the Faculty of Education has been called on to play. Extension classes, both urban and rural, the inception of a University Child Guidance Centre, the initiation of a course of study leading to a degree for elementary teachers, and the extension of graduate study up to the level of a Doctorate in Philosophy, all manifest the vital place held by this school in Manitoba's life.

Criticism and recommendations have been solicited by the writer and have been freely forthcoming. The fact that the two major and recurring suggestions have been, first, that the First Year Course should be lengthened to two years so that not only the secondary school field can be adequately covered but also the elementary as well, and, second, that all provincial teacher training should in the near future become the responsibility of the University of Manitoba through its Faculty of Education, may be taken as conclusive proof that the vision, enterprise and industry of the founder, Dr. D. S. Woods, assured that the foundation stone has been well and truly laid.

# THE NATURE OF GIFTED CHILDREN AND ADMINISTRATIVE PRACTICES IN THEIR EDUCATION WITH PARTICULAR REFERENCE TO ACCELERATION

V. S. Dotten

## *Purpose of the Study:*

It has been administrative policy in Winnipeg schools since 1952, to provide for the acceleration of bright children one year during their elementary school career. In actual practice the number of children being accelerated in Winnipeg schools is very limited.

It is the purpose of this study to review the whole problem of educating bright children, and to present evidence of the wisdom of the policy of acceleration. It is hoped that its findings will encourage more school administrators to adopt this procedure.

## *Method:*

The nature of the gifted, their identification, the history of education of the gifted, and modern practices to meet their needs, are described. While attention is directed to the merits and demerits of segregation, and enrichment in the regular classroom, most of the material deals with success achieved elsewhere in the practice of acceleration. Its early acceptance, its later fall into disrepute, and its rise to respectability, are covered in some detail.

The author also made a four-year case study of twenty-four accelerated children, who were matched with non-accelerated controls. These two groups were studied through to the end of their first year of junior High School. The treatise gives a full report of their academic achievement, and describes various sociometric devices which were used to assess their emotional and social adjustment.

## *Main Recommendations:*

1. All bright, mature children should be given the opportunity to be accelerated one year in elementary school if administratively possible.
2. At least two group intelligence tests, or better an individual test, should be used as a measure of mental ability for accelerates.
3. An I.Q. of 120 should be considered the minimum for accelerates in most cases.
4. Parents, teachers, and any other personnel, having contact with the child, should help decide if a student's social and emotional maturity are adequate for acceleration.
5. Parents' consent and co-operation should be solicited before embarking on an accelerated program.
6. Careful watch should be exercised at all times, to decide if a student should continue in the accelerated program.



7. Accelerates should move forward in a teaching group, if possible, and not singly.
  8. Chronological age should be weighed very carefully in deciding upon the wisdom of acceleration.
  9. Candidates for acceleration should have a reading grade at least six months in advance of their present grade placement.
  10. The teacher of accelerates should be a superior teacher, who is in favour of the procedure, and preferably should continue through the acceleration period.
  11. Extra emphasis should be placed on English in the program of instruction for accelerated students.
  12. Enrichment of the curriculum in other subjects should accompany acceleration.
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## **A STUDY IN THE PREDICTION OF TEACHING EFFICIENCY**

**John Michael Kochan**

This thesis arose out of a segment of a comprehensive study undertaken by the Faculty of Education, University of Manitoba, for the purpose of critically examining and perhaps improving the faculty's teacher-training program. The core of this segment consisted of the administering of a battery of tests to newly-enrolled candidates in Education I. The original battery, which was administered in the fall of 1953 and to which other tests have been added later, included seven tests: the ACE Psychological, Cooperative Mathematics, Watson-Glaser, the Michigan Vocabulary Profile, Essentials of English, The SRA Reading Record, and the Minnesota Multiphasic Personality Inventory. The measures from these tests were used primarily for educational guidance purposes during institutional training. The faculty conceived the idea that these same measures could perhaps be used for purposes of selective admission and selective retention of potential teachers. The need for assessing the potential value of these measures for prediction of teaching efficiency suggested this thesis.

In order to pave the way for further and more extensive research in this field, locally, the thesis problem assumed a threefold character. First, in order to gain some insight into the extent of research already done in the field, to appraise the problems involved, and to arrive at some consensus of opinion about effective techniques and procedures, previous research in the field had to be reviewed and evaluated. Second, based on the findings of the review and adjusted to the local situation, techniques and procedures for

securing measures of prediction variables, securing ratings of teaching performance, classifying and recording data, and a statistical treatment of the data had to be set up. Third, as a test of the effectiveness of the proposed techniques and procedures a "pilot study" had to be run, to form a basis for recommendations for further research.

The review of previous investigations constitutes the bulk of the thesis. Directly or indirectly, approximately five hundred studies have been evaluated, revealing a multiplicity of approaches and a multitude of problems. Fortunately, despite the many disagreements over methods and findings, it was possible to select the more effective techniques and procedures and with modifications to embody them into the pattern of the pilot study.

Using a sample of thirty-five teachers, in their second year of teaching, who had graduated from Education I two years earlier, the services of supervisors (principals, inspectors, faculty members, etc.), and a simplified categorizing scale, a dichotomy of twenty-eight successful and seven unsuccessful teachers was obtained. Five prediction variables were secured from the measures on the battery of tests administered to the subjects two years earlier. These five were: scores on the ACE test, scores on the Co-op. Math test, scores on the Watson-Glaser Appraisal, composite English Usage scores (Michigan Vocabulary, Essentials of English, SRA Reading), and the total T-scores from nine scales of the MMPI. Both the biserial coefficient technique and the discriminant equation method were then applied in order to determine the predictive strength of the variables, individually and in combinations.

Within the limitations of this somewhat exploratory study, particularly within the limits of the small sample used, the proposed techniques and procedures were applied with considerable success. Although no sweeping generalizations are warranted, the findings of the pilot study are revealing, encouraging and quite consistent with those of previous studies in the field. Individually, the ACE measures of intelligence and the composite measures of English Usage show closest relationships to teaching success, with a coefficient of .507 significant at the  $3\frac{1}{2}\%$  level for the former, and a coefficient of .458 significant at the 5% level for the latter. Some relationships, significant at the 9% or 10% level, are found for measures on the Watson-Glaser and the Co-op. Math tests. No significant relationship is found between teaching success and measures of personality, as estimated by the MMPI. No highly significant relationship is found between teaching success and any combination of variables. Maximum separation in the dichotomous variable, significant only at the 9% level, was obtained from a combination of ACE and English Usage measures. The significance levels for other combinations ranged from 10% and up. Much of this, of course, could be attributed to the limited sample and to the relatively high positive intercorrelations between the more potent variables.

Irrespective of the findings of the pilot study, the techniques and procedures used were judged practical and powerful tools for conducting studies of this nature in the local situation. On that basis definite recommendations are laid out for a continuation and extension of this type of research for the purpose of furthering the efforts of the teacher-training study undertaken by the faculty.

## AN EXPERIMENTAL INVESTIGATION OF TWO METHODS OF TEACHING GENERAL SCIENCE IN JUNIOR HIGH SCHOOLS

James C. Martin

This investigation was undertaken to find out if there were any significant differences in the effectiveness of the lecture demonstration and developmental discussion as methods of teaching general science using the unit plan. In the lecture demonstration the teacher provided the basic information but in the developmental discussion the teacher secured the information from the pupils.

The study was carried out using Grade 7 pupils who were taught under regular school conditions. The subject matter was divided into four units: 1. Parts of a Plant and Uses. 2. Seed Scattering. 3. Insects. 4. Foods. The same teacher taught all classes using the same teaching aids in each class. The same tests were given to all pupils.

Two groups of pupils equated in pairs were selected as the experimental subjects. There were 26 pupils in each group, 14 girls and 12 boys. The groups were equated on the bases of their scores on a standardized intelligence test and the four unit tests before they were taught the subject matter. The unit tests had been validated previously, and each was composed of thirty items. The statistical results from the two groups were:

	I.Q.	Unit Tests
Mean — Group A .....	100.54	20.04
Mean — Group B .....	100.42	20.00
Variability — F .....	1.06	1.06
Correlation .....	.99	.92

In Unit I Group A was taught by developmental discussion and Group B by lecture demonstration. The methods were rotated in successive units. The repetition of the unit test at the end of the unit served to measure the effectiveness of the two methods of teaching by using the difference in means. The groups were also compared on their scores on a school district examination composed of objective and essay type questions and a standardized science test.

The significance of a difference in means for small samples was used to measure the effectiveness of the teaching methods. The means of the final unit scores were:

Unit	Group A	Group B
1 .....	18.76	19.85
2 .....	20.27	19.50
3 .....	23.25	21.96
4 .....	15.85	16.27

The significance of the difference in means using the increase in score for each pupil was also determined.

Correlations were secured by using the scores from the various tests for each group separately. All possible combinations were done and the correlations varied from a low of .31 to a high of .71. The correlations of the scores for Group A compared with Group B were: I.Q. .99, Final unit tests .68, School district examination .65, Standardized science test .30. The correlation coefficient required for significance for 26 cases at the 5 per cent level is .388 and at the 1 per cent level is .496.

The main conclusions derived were:

1. No significant difference, as shown in the achievement test results, was found in the effectiveness of the lecture demonstration and developmental discussion as methods of teaching facts and their application as taught.

2. No tendency was found for either method consistently to excel the other.

3. The unit tests indicated a more valid and reliable means of ranking the student in general science.

The writer, influenced by his findings and experiences in the investigation, feels that a combination of the two methods would seem to be more effective for teaching general science. The easier portions can be taught using the developmental discussion and the more difficult by means of the lecture demonstration.

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#### THE REVISION OF AN EDUCATIONAL ACHIEVEMENT TEST FOR THE FRENCH-SPEAKING SOLDIERS OF THE CANADIAN ARMY

Louis I. Masson

This study set as its purpose a critical analysis of the French version of the Army Educational Survey Test. An item analysis was made and a revised version of the test was evolved. An attempt was made at standardizing the new version.

A review of the literature covered the history and development of psychological tests in general and of scholastic tests in particular.

Random sampling was made from the personnel of the Army's largest French-speaking camp. Analysis of the samples showed their representativeness of the French-speaking Army population as a whole.

Coefficients of correlation between total test scores and scores on the Intelligence Test were found to be .70 and .74 respectively for Form "A" and Form "B."

Item analysis studies of validity and difficulty made for an improved arrangement of items within each test. The new forms were printed and again administered to one hundred subjects. The resulting distribution of total scores was fairly normal. Reliability studies on total vs. sub-tests showed a variation between .71 and .93 on Form "A" and between .73 and .91 on Form "B." Total test reliability coefficients were, .92 and .95 respectively for Forms "A" and "B."

W. H. L.

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## MUSICAL APTITUDE COMPARED WITH INTELLIGENCE AND ACHIEVEMENT

Josephine Lena Miskolcy

### *Problem*

The purpose of this study was to determine the relationship existing between musical aptitude factors and intelligence, and between musical aptitude factors and mathematical achievement. Musical aptitude factors were measured by the Seashore Measures of Musical Talents, and by the Drake Musical Aptitude Tests; intelligence by the Chicago Tests of Primary Mental Abilities and the Dominion Tests; and mathematics achievement by the Iowa Tests of Basic Arithmetic Skills.

### *Method*

The experimental subjects were drawn from the students attending Andrew Mynarski Junior High School in Winnipeg, Manitoba, Canada. Two samples of experimental subjects were selected by a method of randomization. The first sample which consisted of thirty-five boys and thirty-three girls was used for the t-test in determining the significance of difference between the boys and girls in the investigation. The second sample consisted of thirty-five students and was used for the correlations.

The testing program included the administration of tests of musical aptitude, mental capacity, and mathematical achievement. The tests used in the study were administered in the latter part of the school term of 1955-56, and provided the data for the t-test and for the correlations.

It was established that no significant difference existed between the sexes on the various tests.

To investigate the possible relationships, fifty-three correlations were calculated.

### *Conclusions*

1. There is a relationship between the Seashore Memory and



Chicago Verbal Meaning Tests significant at the five per cent level.

2. There is a relationship between Seashore Memory and Chicago Reasoning significant at the one per cent level.
3. There is a relationship between the Seashore Pitch and achievement in mathematics in the Iowa Tests of Basic Arithmetic Skills significant at the one per cent level.
4. There is also a relationship between Drake Rhythm and Chicago Reasoning Tests significant at the one per cent level.

## Multiple Response Items in the Whole Truth and Nothing But the Truth Examination\*

Wm. H. Lucow, Ph.D., Associate Professor of Education,  
University of Manitoba

Objective tests usually consist of items in which the examinee must choose one correct response from among two to four alternatives. By gaining facility in guessing the most likely alternative, many students become "test-wise" and score higher than their comprehension of the subject warrants. One approach to combat outright guessing has been the development of correction formulas for arriving at a final score based on both right and wrong answers. Another approach, the one suggested here, is to increase the number of possible responses to such a point as to make guessing ineffective. The type of item described below requires the examinee to choose one correct response from among *fifteen* possible alternatives, and yet it retains the appearance of an ordinary multiple choice item.

The *Whole Truth and Nothing but the Truth* item is couched in terms that require the examinee to select one, two, three, or all four of the alternatives in a multiple choice item. Each item is considered correct only if *all* the correct choices are selected and *all the incorrect* ones are rejected. The mathematical reader will readily verify that there are fifteen combinations of a, b, c, and d, taken one, two, three, or four at a time. Since only one combination constitutes the correct response, the chance of getting an item correct by guessing is one in fifteen.

This WTANBTT type of examination was used by the writer in an experimental study in the learning of chemistry.<sup>1</sup> The examination, developed during a year of pilot study prior to conducting the experiment, correlated 0.66 with an outside criterion, the *Anderson Chemistry Test*, and showed a reliability of 0.95.

The writer was visiting professor at the University of Kansas School of Education summer sessions of 1953, 1954, and 1955, and

\*Originally appeared in the University of Kansas Bulletin of Education, Vol. 12, No. 1, November, 1957, pp. 25-28.

<sup>1</sup>William H. Lucow. "A Research Study in the Learning of High School Chemistry." *The Science Teacher*, 22 (November, 1955) 6,283.

during this time developed a WTANBTT examination on the *Constitution of the United States of America*. This test was administered to Kansas students and later, for comparison, to Canadian students at the University of Manitoba. The Kansas students did significantly better, as the statistics in Table 1 show. (It remains to be seen who would do better on a test on the *British North America Act*, the nearest thing to a Canadian "constitution.")

The *U.S. Constitution* test is reproduced below. The reader is invited to try it before he looks at the answer key which follows the test.

Table 1  
*Comparison of Scores Made by Kansas and Manitoba Students on a Whole Truth and Nothing But the Truth Examination on the constitution of the United States of America*

	Kansas	Manitoba
Number of Students.....	34	50
Total Number of Correct Responses.....	353 ( $\Sigma X$ )	274 ( $\Sigma Y$ )
Sum of Squared Scores....	3925 ( $\Sigma X^2$ )	1710 ( $\Sigma Y^2$ )
Mean.....	10.38 ( $\bar{X}$ )	5.48 ( $\bar{Y}$ )
Sum of Squared Deviations from the Mean..	260.03 [ $(\Sigma(X - \bar{X})^2)$ ]	208.48 [ $(\Sigma(Y - \bar{Y})^2)$ ]
	$t = 9.22$	
	$P < .001$	

## THE CONSTITUTION OF THE UNITED STATES OF AMERICA

### A Whole Truth and Nothing but the Truth Examination

**DIRECTIONS:** Use the answer sheet provided to record your responses to the items of this examination. Each item will be considered correct only if you tell **THE WHOLE TRUTH AND NOTHING BUT THE TRUTH**. Thus, with four choices, one, two, three, or all four may be correct. You must choose **ALL** the correct alternatives and omit **ALL** the incorrect ones. **EXAMPLE:** Three times five is more than (a) 5; (b) 10; (c) 15; (d) 20. The correct response to record on your answer slip is (a, b). Wrong answers would be (a) alone or (b) alone. It would also be wrong to have (a, b, c,) or (a, b, d). You must find **ALL** the right answers and leave out **ALL** the wrong answers.

1. The preamble to the Constitution contains the expressions
  - (a) all men are created equal
  - (b) the common defense
  - (c) blessings of liberty

- (d) pursuit of happiness
- 2. The Constitution was declared in effect in 1789. The date was
  - (a) January 4
  - (b) March 4
  - (c) July 4
  - (d) September 4
- 3. Article I provides that the Congress of the United States shall consist of
  - (a) a supreme court
  - (b) inferior courts
  - (c) a Senate
  - (d) a House of Representatives
- 4. A Representative
  - (a) must be at least 25 years of age
  - (b) must have been a United States citizen for at least seven years
  - (c) must reside in the State in which he shall be chosen
  - (d) is a Congressman
- 5. In order to establish the operation of the Constitution, a certain number of states had to ratify it. This number of states was:
  - (a) four
  - (b) nine
  - (c) thirteen
  - (d) forty-eight
- 6. In order to establish the Constitution, a certain number of states had to ratify it. The name of the state that completed this requirement was:
  - (a) Mississippi
  - (b) New Hampshire
  - (c) Ohio
  - (d) Florida
- 7. The senators in the first Senate
  - (a) were chosen for six years
  - (b) were divided into three classes
  - (c) consisted of one from each state
  - (d) were presided over by the President of the U.S.A.
- 8. Impeachment
  - (a) is a matter for the Senate
  - (b) is a matter for the House of Representatives
  - (c) is a matter for the Supreme Court
  - (d) cannot be effected without the concurrence of two-thirds of the members present
- 9. Senators and Representatives may not be arrested during

their attendance at Congressional sessions except for

- (a) filibuster
- (b) treason
- (c) felony
- (d) breach of the peace

10. All revenue bills

- (a) shall be subject to veto
- (b) may be passed over the President's veto by simple majority of the House of Representatives and two-thirds of the Senate
- (c) may be passed over the President's veto by simple majority of the Senate and two-thirds of the House of Representatives
- (d) may be passed over the President's veto by two-thirds of the House of Representatives and two-thirds of the Senate

11. The original powers of Congress do not include the power

- (a) to constitute a tribunal superior to the Supreme Court
- (b) to borrow money on the credit of the United States
- (c) to establish post offices and post roads
- (d) to provide and maintain a navy

12. The privilege of the writ of habeas corpus

- (a) may never be suspended under any circumstances
- (b) may be suspended during rebellion
- (c) may be suspended during invasion
- (d) was abolished because it was a British practice

13. An individual state may not

- (a) coin money
- (b) grant any title of nobility
- (c) engage in war without the consent of Congress, unless actually invaded
- (d) permit anything but gold and silver coin as tender in payment of debts

14. The President

- (a) must be a natural born citizen of the United States or a citizen at the time of the adoption of the Constitution
- (b) shall determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States
- (c) shall possess the legislative power
- (d) shall possess the executive power

15. The President, Vice-President, and civil officers of the United States shall be removed from office on impeachment for

- (a) overtime parking

- (b) bribery
- (c) murder
- (d) treason

16. The judicial power of the United States shall be vested in

- (a) the Supreme Court
- (b) the President
- (c) the Senate
- (d) the Congress

17. New States

- (a) may be admitted by the President on the advice of his cabinet
- (b) may be formed from existing States by Act of Congress
- (c) may be formed from existing States by act of the Legislatures of existing States
- (d) may not be formed without consent of Legislatures of States concerned

18. Amendments to the Constitution

- (a) shall be proposed by Congress when two-thirds of both Houses deem it necessary
- (b) shall become part of the Constitution as soon as two-thirds of both Houses have agreed to it
- (c) must be ratified by three-fourths of the Legislatures of the several States
- (d) may not deprive a State of its equal suffrage in the Senate, even if the State consents to such a change

19. The Constitution

- (a) wipes out all United States debts contracted before its adoption
- (b) shall be the supreme law of the land
- (c) can be set aside only by the President
- (d) provides that no religious test shall ever be required as a qualification to any office or public trust under the United States

20. Article VII

- (a) is the last of the original articles of the Constitution
- (b) mentions that the Constitution was drawn up in the twelfth year of independence
- (c) contains the date, September 17, 1787
- (d) is signed by George Washington as President and deputy from Virginia

21. The Bill of Rights

- (a) constitutes the first twelve amendments
- (b) provides for Congressional right to make laws respecting an establishment of a religion
- (c) provides for trial by jury in other than criminal cases



- (d) assures the accused, in all criminal prosecution, the right to a speedy and public conviction
22. The Thirteenth Amendment, which abolished slavery
- (a) was a "reconstruction" amendment
  - (b) was rejected by Delaware in 1865
  - (c) vested the power of operating this amendment in the Supreme Court
  - (d) was at first rejected by the House of Representatives
23. The Liquor Prohibition Amendment
- (a) was in effect for thirteen years
  - (b) came into effect when thirty-six States adopted it
  - (c) was repealed when thirty-six States agreed to repeal it
  - (d) was not adopted by Connecticut
24. The Nineteenth Amendment, which gave nation-wide suffrage to women
- (a) abolished voting by women
  - (b) came into effect in 1920
  - (c) was rejected by Maryland
  - (d) resulted in wide-spread suffering by women

#### Answer Key

- |         |          |          |
|---------|----------|----------|
| 1. bc   | 9. bcd   | 17. d    |
| 2. b    | 10. d    | 18. ac   |
| 3. cd   | 11. a    | 19. bd   |
| 4. abcd | 12. bc   | 20. abcd |
| 5. b    | 13. abcd | 21. c    |
| 6. b    | 14. ad   | 22. ab   |
| 7. b    | 15. bcd  | 23. abcd |
| 8. ad   | 16. a    | 24. bc   |

## SPECIAL SUMMER SCHOOL CLASS, 1957

Bergeron, Jos.	Konrad, Henry R.	Nolan, James
Brown, Elgin R.	Kozoris, Peter	Parr, Joan (Mrs.)
Connor, Sandra	Kucherauw, Jack	Petkau, Albert
Charlesworth, Kenneth	Labinowich, Sr. M. John	Procyaylo, Miro A.
Desrosiers, Maurice	Lacroix, Louise	Robinson, Harold
Doerksen, Daniel W.	Larcombe, Donna	Rivers, Gordon
Dyck, David R.	Lavack, Raynald	Robinson, John E.
Frechette, Lionel	Letkeman, Jacob	Runge, Jeannette
Fredrickson, Lois	Loyns, Shirley	Siemens, Lloyd
Gallais, Francois	McKay, Frederick	Sigurdson, Joan (Mrs.)
Hammerling, Sr. Anselm	McLachlan, Marguerite	Thompson, Helen
Harder, Irma L.	Milner, John	Toews, Henry
Harris, Robert J.	Molloy, Mary (Mrs.)	Waldon, E. Beth
Kenway, Sr. Margherita	Moore, Arthur	
Kilimnik, Edward S.	Munson, Robert	

## CLASS OF 1957-58

Arnason, Wilfred	Garten, Wolfgang	MacLeod, Marilyn
Beare, Bernard	Gladstone, Jane	McLaughlan, Beverley
Beer, James	Glendinning, Maryalyce	Maslove, Myrna D.
Boyes, Alex G.	Hepworth, Heather	Michalchyshyn, Irene
Brown, Max	Horodyski, Leo	Nelson, Elsie
Bryant, Arthur	Hryshko, Sylvia	Newton, Constance
Burrows, Ruth	Hyrich, John	Orvis, Brian
Campbell, John	Ison, Helen	Patenaude, Yvonne
Carnegie, John	Johnson, Allan	Paul, Madeline
Carsted, George	Jones, Gary E.	Pawluk, Julia
Cloutier, Claude	Katz, Harriet	Peters, Peter
Cooper, Diane	Kells, Brian	Redman, Shirley
Crealock, Joan	Kerr, Ralph	Regehr, Jake
Crowe, Edith	Knight, Lois	Reimer, Albert
Davidson, Shelagh	Krindle, Gwendolyn	Robertson, Bruce
Davies, Marilyn	Kristalovich, Eugene	Rudkin, Geraldine
Dawson, Yvonne	Labies, Gerhard	Russell, Elaine
Diachun, Elecia	Legal, Jean	Solman, Vladimir
Dunlop, Gail	Lindenschmidt, Erich	Stevens, Arthur
Dyck, Marianne	Loewen, Lydia	Stewart, Robert
Dyryk, Helen	Lockhart, Donald	Stitt, Reita
Epstein, Saul	Lucht, Linda D.	Unruh, Hugo
Gardner, Robert	MacAulay, Catherine	Wansbrough, Sally

## Instructors — 1958-59

### Summer Session Faculty of Education

**JOHN C. CHARYK, B.Sc., PRINCIPAL, Hanna High School, Alberta**



Mr. Charyk will be responsible for the summer session courses, Education 700: Secondary School Mathematics, and Education 700: Secondary School Science.

Mr. Charyk, a graduate of the University of Alberta, has been very successful as a teacher of secondary school science and mathematics. He is interested in laboratory methods in mathematics and is well known for his interests in this field. Mr. Charyk has instructed for three summer sessions at the University of Alberta. He has published ten articles on the teaching of mathematics in the Alberta Teachers' magazine.

**STANLEY C. T. CLARKE, M.A., M.Ed., Ed.D. (Stanford)**

Associate Professor of Education, Faculty of Education,  
University of Alberta

Dr. Clarke will be summer session instructor in Education 501: Educational Psychology, a subject in which he has been instructing at the University of Alberta. His major interests are in the general area of research in personality and adjustment.

Dr. Clarke served as consultant to Counsellors' Workshop, Bellevue (Seattle) Public Schools, in September, 1957. In the same year he won the Carnegie Travel Grant award that enabled him to spend ten weeks studying educational research in educational institutions of the Eastern United States.

**W. H. LUCOW, M.A., M.Ed., Ph.D. (Minnesota)**

Dr. Lucow ended his nineteen years of public and high school teaching as Vice-Principal of Churchill High School. He was visiting professor at the School of Education, University of Kansas, in 1953, 1954 and 1955. His major interests are in educational psychology, tests and measures, statistics, research and science. Dr. Lucow has been a contributor to the Journal of Experimental Education, The Science Teacher, Science Education, the Manitoba School Journal, the Manitoba Teacher, and the University of Kansas Bulletin of Education.



**JOHN MACDONALD, M.A., D.LITT. (Edinburgh)**

Dr. Macdonald (Dean Macdonald to his friends in the University world) has an enviable record. Until his recent retirement he was Head of the Department of Philosophy, Dean of the Faculty of Arts and Science, and Chairman of the School of Graduate Studies of the University of Alberta. He lectured at the University of British Columbia in the summers of 1931, 1941 and 1952.

Dr. Macdonald is one of the continent's most able philosophers. He has published, "First Steps in Sociology," Dent, 1938; "The Expanding Community," Dent, 1944; and "Mind, School and Civilization," University of Chicago Press, 1952, and contributed on several occasions to The Journal of Philosophy, The Philosophical Review, and Philosophy.

In addition to lecturing in Education 702: Philosophy of Education, Dr. Macdonald will conduct Philosophy 301, History of Philosophy, which may be taken concurrently with Education 702 as a B.Ed. or M.Ed. credit.

**W. RONALD MACDONALD, B.A., M.A. (London)**

School of Education, Acadia University, Wolfville, Nova Scotia



Mr. MacDonald, after six years of high school teaching, joined the staff of Acadia University in 1953. In either a research or an advisory capacity he is closely associated with the work of the Nova Scotia Teachers' Union and the Nova Scotia Home and School Association.

Publications include (1) Oscar Wilde, the Man and his Writings, and (2) Study of Recent Developments in Secondary Education in England and Scotland.

**W. W. McCUTCHEON, B.A., B.Sc., B.Ed., Ed.D. (Cornell)**

W. W. McCutcheon has a bachelor's degree in Agriculture from McGill University, B.Sc. and B.A. degrees from Sir George Williams College and a B.Ed. from Acadia University. Work for his master's degree was completed at the University of Toronto and for the Ed.D. at Cornell University in 1951. Shortly before completing his work at Cornell Dr. McCutcheon was awarded an Imperial Relations Trust Fellowship and did a year of postdoctoral work at the University of London Institute of Education. At London he had as his tutors the late Professor Sir Fred Clarke and Sir James Shelley. In 1953 he was made an Associate of the University of London Institute of Education.



Dr. McCutcheon has permanent high school teaching diplomas valid in the provinces of Quebec and Nova Scotia. From 1953-55 he taught in the Institute of Psychology and Education of the University of Ottawa and in September 1955 came to Brandon College to serve as head of the Teacher-Training Department which offers the Education I course and the Normal School course of training.

**SHIRLEY NALEVYKIN, B.A., B.Sc. (Phys.Ed.), M.S.**

Miss Nalevykin, Director of Women's Physical Education on the campus, is doubtless known to many teachers who will be attending the 1958 summer session, where Miss Nalevykin will be with the Faculty of Education as an instructor in Education 700: Physical Education.

**J. M. NASON, M.A., Ph.D. (Chicago)**



Dr. Nason graduated in honours English and Philosophy from the University of New Brunswick. He has had long and productive experience as teacher at elementary, secondary and university levels. He has taught as guest lecturer during summer sessions at the University of Chicago, the University of Missouri, Louisiana State University and the University of New Brunswick. Among his honorary memberships is one in the American Academy of Political and Social Science. Major interests: History and Philosophy of Education and in Education as a means of social progress.

Dr. Nason was the first secretary of the Manitoba Teachers' Federation (M.T.S.) and was president of Western Manitoba Teachers' Association prior to entering the University of Chicago in 1924.

**A. S. R. TWEEDIE, C.D., M.A.**

Professor of Adult Education. Director, Department of University Extension and Adult Education, The University of Manitoba. Professor Tweedie's activities in adult education date from 1929, when he became active in the work of the University Settlement Association of the University of Edinburgh, which was then embarking upon the creation of Working Men's Colleges in the slum areas, and in the slum clearance areas of Edinburgh.

He was later active in the development of adult education activities in the area of the popular study of international affairs, and was one of the founder members of the





British Society, the publishers of "The British Survey," a monthly publication which exists to provide "the essential facts upon which people can base their own opinions about foreign and imperial affairs."

From 1939 to 1941 Professor Tweedie was associated with the activities of the Central Advisory Council for Education in H.M. Forces.

On release from the Royal Air Force in 1946, Professor Tweedie was appointed Assistant Professor of Extension at the University of Alberta, where he had special responsibilities for the development of Community Conferences.

In 1949 he accepted his present appointment at the University of Manitoba. He is a member of the Canadian Association for Adult Education, the American Adult Education Association, the Canadian Education Association, the Canadian Institute of International Affairs, a member of the Board of Directors and a past president of the Welfare Council of Greater Winnipeg, and since its inception in 1951, has acted as chairman of the committee appointed by the Canadian Education Association to advise the National Film Board on the production of films and audio-visual aids for use in schools.

In 1956-57 he was President of the Canadian Association of Directors of Extension and Summer School. He is particularly interested in the development of the study of adult education as an academic discipline. For the past three years he has offered instruction in adult education within the extra-mural credit granting programmes of the University, and in 1957 instructed in this subject at the Summer Session of the University of British Columbia.

**GEORGE H. BOYES, B.A. (Tor.), M.A. (Tor.)**

**Associate Professor of Adult Education**



Professor Boyes joined the staff of the Department of University Extension and Adult Education of The University of Manitoba in 1952. He has been involved in many aspects of the Department's expanding programme, his major responsibilities centering in the development of a programme of credit-granting extension courses in Arts and Education, and the Evening Institute Division.

Before coming to Manitoba Mr. Boyes was a member of the staff of the Canadian Association for Adult Education. He is a graduate of Victoria College and the School of Graduate Studies, of the University of Toronto. He will conduct the (a) part of Education 530.

**H. H. EASTON, M.A. (Manitoba), B.L.S. (Tor.)**

Mr. Easton, Assistant Librarian, Winnipeg Public Library, will conduct the (b) part of Education 530.

# **TIME-TABLE**

## **FACULTY OF EDUCATION**

### **SUMMER SESSION 1958**

**8:40 A.M. - 10:30 A.M.**

Ed. 502—Psychology of Child Development—Dr. W. W. McCutcheon

Ed. 700—Mathematics—Mr. J. Charyk

Ed. 703—History of Education—Mr. W. R. MacDonald

Ed. 729—Comparative Education—Dr. J. M. Nason

**10:40 A.M. - 12:30 P.M.**

Ed. 501—Education Psychology—Dr. S. C. T. Clarke

Phil. 301—History of Philosophy—Dr. J. Macdonald

Ed. 530—(a) Audio-Visual Education—Mr. George H. Boyes

(b) Elementary Library Science—Mr. H. H. Easton

Ed. 538—Adult Education—Mr. A. S. R. Tweedie

**1:40 P.M. - 3:30 P.M.**

Ed. 504—Mental Tests—Dr. W. H. Lucow

Ed. 700—Science—Mr. Charyk

Ed. 700—Physical Education—Miss S. Nalevykin

Ed. 700—Social Studies—Mr. W. R. MacDonald

Ed. 702—Philosophy of Education—Dr. J. Macdonald





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